

Under ESEA As Amended by No Child Left Behind Act  
CONSOLIDATED PLAN FOR TITLE I, II, III, IV, V AND VI

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Name of Title III Director: <b>N/A</b>	E-mail Address: <b>N/A</b>	Telephone Number: <b>N/A</b>
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Name of Title VI Director: <b>N/A</b>	E-mail Address: <b>N/A</b>	Telephone Number: <b>N/A</b>
Name of Migrant Education Contact: <b>N/A</b>	E-mail Address: <b>N/A</b>	Telephone Number: <b>N/A</b>
Name of EdTech Director (Title II, Part D): <b>N/A/</b>	E-mail Address: <b>N/A</b>	Telephone Number: <b>N/A</b>
Name of LEA Liaison for Homeless Children: <b>N/A</b>	E-mail Address: <b>N/A</b>	Telephone Number: <b>N/A</b>

Consolidated Project Ending Date: 09/30/05

The facts, figures and representations made in this application, including exhibits and attachments hereto, are true and correct to the best of my knowledge.

<u>Viola Miller, Commissioner</u> Name of the Director of Schools (Typed)		<u>Mary Meador</u> Name of Board Official (Typed)	
_____ Signature of Director of Schools	<u>06/28/04</u> Date	_____ Signature of Board Official	<u>06/28/04</u> Date

FY 2005

**LOCAL EDUCATION AGENCY CONSOLIDATED APPLICATION BUDGET  
(ESEA, as amended by the No Child Left Behind Act of 2001)**

LEA: Department of Children's Services

Consolidated Project Number:

Beginning Date: 07/01/04

Current Year: C2005-01


Ending Date: 09/30/05

Carryover: C2004-21

PROGRAM	Consolidated Budgeted Amounts		Transfers	
	Current Year (FY 2005)	Carryover (FY 2004)	Current Year (FY 2005)	Carryover (FY 2004)
	Project # C2005-01	Project # C2004-21	Project # C2005-01	Project # C2004-21
(1)	(2)	(3)	(4)	(5)
<b>Title I, Part A:</b>				
Improving Academic Achievement/Disadvantaged*				
<b>Title I, Part C:</b>				
Migrant Education**				
<b>Title I, Part D:</b>				
Neglected/Delinquent, State Agency**	\$400,000.00			
Local Delinquent**				
<b>Title II, Part A:</b>				
Teacher and Principal Training and Recruiting	\$2,658.00			
<b>Title II, Part D:</b>				
Enhancing Education Through Technology				
<b>Title III, Part A:</b>				
English Language Acquisition/Language Enhancement/Academic Achievement**				
<b>Title IV, Part A:</b>				
Safe and Drug-Free Schools and Communities	\$1,201.00			
<b>Title V, Part A:</b>				
Innovative Programs	\$3,443.00			
<b>Title VI, Part B, Subpart 2:</b>				
Rural and Low Income Schools**				
<b>GRAND TOTAL</b>	<b>\$407,302.00</b>			
* Transfers Out Not Allowed				
** Transfers Not Allowed				

## TITLE II, PART A-TEACHER QUALITY

*Do not fill-in shaded areas.*

PROPOSED ACTIVITIES	STAFF IMPACTED (Teachers, Principals, Paraprofessionals, etc.)	NUMBER EMPLOYED		NUMBER OF STAFF INVOLVED **	
				Public	Nonpublic
Professional Development * Public School					
Professional Development * Nonpublic Schools (equitable participation and hold harmless)	Teachers, Principals, Superintendents				250
Class Size Reduction Teachers		Head Count	FTE		
Teacher and/or Principal recruitment and retention initiatives					
Signing Bonuses					
Teacher and/or Principal Mentoring					
Merit Pay					
Teacher testing					
Pay differentiation initiatives					
Administration		Head Count	FTE		
Other (specify)		Head Count	FTE		

\* Professional development activities are high quality, sustained, intensive and classroom-focused in order to have a positive impact on classroom instruction and the teacher's performance in the classroom.

\*\* Number of staff involved reflects a Head Count **NOT FTE**

## Title IV, Part A-Safe and Drug-Free Schools and Communities Program

### A. Consultation

The following documentation is on file regarding public involvement in the development of this application:

- ☐ Evidence that the Title IV portion for the application was developed through timely and meaningful consultation with State and local representatives, public and private schools to be served, including teachers and other staff, parents, students, community-based organizations and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health and law enforcement)
- ☐ A description of how the LEA provided effective notice to the community of the LEA's intention to submit the Title IV portion of the application.
- ☒ A description of how the results of the evaluations of the effectiveness of the program will be used to refine, improve and strengthen the programs.
- ☒ The LEA's plan to publicly report progress made toward attaining its performance measures.

### B. Needs Assessment

- ☒ A needs assessment (including participating private schools) was completed for this portion of the application.

### C. Local Plan

Risk factors to be reduced: Violence in school and anger management.	Strategies/Programs: A curriculum designed to reduce anger in students will be implemented for the violent offender's program (VOP) at Taft.	Indicators: There will be a 5% reduction in incident reports in the VOP during the year the strategy is in place.
Protective factors, buffers or assets to be increased: Academic progress for students removed from the regular school program.	Strategies/Programs: Additional education technology will be purchased for the VOP at Taft.	Indicators: 70% of students will pass at least 3 of 5 subjects while in the VOP.

### D. Scientifically research-based program activities. (Please mark all applicable boxes.)

- ☒ All of the programs/activities are compliant with the Principles of Effectiveness as they are recognized by either the U.S. Department of Education (Expert Panel on Safe, Disciplined and Drug-Free Schools (2001)); the Center for Substance Abuse Programs (Model Programs); the National Institute for Drug Abuse (Preventing Drug Use Among Children and Adolescents: A Research-Based Guide); or SDFS-sponsored trainings/programs.
- ☐ LEA plans to continue programs for which a previous waiver was approved.
  - ☐ A waiver was given in Project Year 03 and a brief narrative outlining the effectiveness of the program in achieving the desired outcomes is attached.
    - ☐ Having demonstrated acceptable effectiveness, the LEA wishes to continue operating under the waiver granted in Project Year 03.
    - ☐ The LEA **will not** continue to utilize the program for which a waiver was granted in Project Year 03.
  - ☐ A waiver was given in Project Year 04 and the LEA will continue to operate under the approved waiver.
  - ☐ The LEA desires **to apply** for a waiver to utilize an additional program that is not recognized to be compliant with the Principles of Effectiveness and submits a waiver by answering the following questions on an attached sheet.

*Information required for a waiver: 1) Describe any components or elements of the proposed program that have been demonstrated to be successful. 2) Describe the research upon which the program is based. 3) Is there any preliminary data or other information to suggest that the program shows promise of effectiveness? 4) What specific outcomes does the project seek to deliver? How will the project be evaluated to determine effectiveness?*

### E. Describe how the selected services will be targeted toward the schools and students with the greatest needs.

The students most at risk and in need of these training materials reside at Taft Youth Development Center in Pikeville – our most secure facility. These students are in the Violent Offenders program and are arguably, the students most in need of some type of program to reduce violence/anger in the state. They are also at great risk of not completing graduation requirements and will benefit from additional resources not available without these funds. The intervention strategy program, consisting of manuals of addiction treatment and chemical dependence, is published by John Will & Son, vendor.

**Title V-Innovative Programs**  
**boxes)**
*(Please do not complete shaded boxes)*
*(Please do not complete shaded*

PROGRAM (Computer will indicate selected programs when numbers are entered in number cells (to the right))		PUBLIC SCHOOLS			PRIVATE SCHOOLS		PROGRAM (Indicate selected programs by checking boxes on the left)		PUBLIC SCHOOLS			PRIVATE SCHOOLS	
		No. Hired	Students served	Staff trained	Students served	Staff trained	No. Hired	Students served	Staff trained	Students served	Staff trained		
	1a. Programs to recruit, train and hire highly qualified teachers to reduce class size, especially in the early grades.							14. Expansion and improvement of school-based mental health services.					
	1b. Professional development activities carried out in accordance with <b>Title II</b> .							15. Alternative educational programs for those students who have been expelled or suspended from their regular educational setting.					
	2. Technology activities related to the implementation of school-based reform efforts.							16. Programs to establish or enhance prekindergarten programs for children.					
X	3. Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials).		560					17. Academic intervention programs that are operated jointly with community-based organizations.					
	4. Promising education reform projects, including magnet schools							18. Programs for cardiopulmonary resuscitation (CPR) training in schools.					
	5. Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.							19. Programs to establish smaller learning communities.					
	6. Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy program.							20. Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.					
	7. Programs to provide for the educational needs of gifted and talented children.							21. Initiatives to generate, maintain and strengthen parental and community involvement.					
	8. The planning, design and initial implementation of charter schools as described in <b>Title V, Part B</b>							22. Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.					
	9. School improvement programs or activities under <b>Sections 1116 and 1117</b>							23. Programs to provide same-gender schools and classrooms (consistent with applicable law)					
	10. Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect and moral courage.							24. Service learning activities					
	11. Activities to promote consumer, economic and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning, saving and investing).							25. School safety programs, including programs to implement the policy described in section 9532 (unsafe school choice).					
	12. Activities to promote, implement or expand public school choice.							26. Programs that employ research-based cognitive and perceptual development approaches.					
	<b>FISCAL REQUIREMENTS (Mark all that are applicable)</b>							27. Supplemental educational services, as defined in <b>Section 1116(e)</b> .					

## Title I, Part D, Subpart 2-Local Programs for Children and Youth Residing in Facilities for Delinquent Children

### A. Local Plan

- ☒ A written plan is on file containing the components required in Section 1423. (Must be checked)
- ☒ The LEA has entered into a written agreement with each facility which meets all requirements in Section 1425.(Must be checked)

### B. Facilities Served

NAME OF INSTITUTION/FACILITY	NAME OF SCHOOL	Grades Served	Number of Students Enrolled in the School at the time of application	Estimated Number of Students Participating in the Project	Number of Personnel to be hired (FTE)				USES OF FUNDS* (See descriptions below) Refer to Section 1424				
					Teachers	Educational Assistants	Others	Specify "Others" position below	(Check all that apply)				
									1	2	3	4	5
Youth Detention Center	Woodland Hills YDC	7-12	136	136	14	2		6					
	Taft YDC	9-12	78	78	23	2		6					
	Wilder YDC	7-12	107	107	15	2		6					
	Mountain View YDC	7-12	116	116	21	2		6					

- \* (1) Programs that serve children and youth returning to local schools from correctional facilities  
 (2) Dropout prevention programs.  
 (3) Coordination of health and social services.  
 (4) Special programs to meet the unique  
 needs of participating children and youth.  
 (5) Programs providing mentoring and peer mediation.

academic

### C. Evaluation

- ☒ The LEA requires each facility to demonstrate annually the number of children and youth returning to school, obtaining a secondary school diploma or its equivalent or obtaining employment after release. (Must be checked)
- ☒ The LEA requires each facility to conduct program evaluations consistent with Section 1431. (Must be checked)



**STATE OF TENNESSEE**  
**Department of Education**

**Local Consolidated District Plan**

**FY 2004-05**

**Cover Page**

To receive No Child Left Behind funds, Tennessee requires that districts complete a consolidated planning process that comprehensively reviews district level data and prioritizes needs. This consolidated planning process requires input from key stakeholders including educators, parents, members of the public, and others. All districts must complete the consolidated planning process and document that completion by one of the three options listed below.

*(Insert Name of District)* posted the following option to document the completion of their consolidated planning process.

☒ **OPTION 1:**

- Local Consolidated District Plan Cover Page
- Completion of the Process Checklist
- Action Plan Templates (At least one action plan template for each goal)
- Evaluation Plan Templates (Each evaluation plan must coordinate with each action plan)

☐ **OPTION 2:**

- Local Consolidated District Plan Cover Page
- Supplemental Narrative (Explanation of the alternative process implemented)
- Partial Completion of the Process Checklist (Component 3 and Others as appropriate)
- Action Plan Templates (At least one action plan template for each goal)
- Evaluation Plan Templates (Each evaluation plan must coordinate with each action plan)

☐ **OPTION 3:**

- Local Consolidated District Plan Cover Page
- Supplemental Narrative (Explanation of the alternative process implemented)
- Component 3: Academic and Non-Academic Data – Conduct the Needs Assessment
- Action Plan Templates (At least one action plan template for each goal)
- Evaluation Plan Templates (Each evaluation plan must coordinate with each action plan)

Tennessee Consolidated Planning  
& Needs Assessment Process  
2004-05

**System Number 00970      System Name Department of Children's Services      Date 11/16/04**

Component 1

**CONSOLIDATED PLANNING & COLLABORATIVE PROCESS**

*Please check the tasks accomplished to the Team's satisfaction:*

- ☒ **1.1. Appropriate people representing important groups in our district were identified as members of the Core and Total Consolidated Planning Team.**
- ☒ **1.2. Team Members were clear about the Goals of Consolidated Planning and the possible challenges to accomplishing it in a way that will make a difference for our students.**
- ☒ **1.3. All Team Members were clear about and committed to their roles, responsibilities, and agreements that ensured productive collaboration and decision-making.**
- ☒ **1.4. A doable and detailed plan for accomplishing the Consolidated Planning and Needs Assessment Process complete with dates, tasks, responsibility, timelines was developed. [On File]**
- ☒ **1.5. An effective Communication Plan that promoted satisfactory distribution and inflow of important information was developed.**

**Team Composition  
Subcommittee Formation & Operation**

*Identify Chairs and Team or Committee Members Responsible for the Consolidated Plan and Consolidated Funding Application.*

**Consolidated Planning Chair\*** (Identify by Name with Title and/or Position)

**Name:** Macletus Smith

**Title or Position:** Education Consultant



**Identify Core Consolidated Planning Team (Identify by Name with Title, Position, and/or Representation) \*Chair of Consolidated Plan may also Chair Components 1, 2, 5, & 6**

**Component 1 Chair\***

Name: Susan Puckett Title or Position: Education Consultant

**Component 2 Chair\***

Name: Jay Stetzel Title or Position: Education Consultant

**Component 3 Chair**

Name: Macletus Smith Title or Position: Education Consultant

**Component 4 Chair**

Name: Jackie Parker Title or Position: Education Consultant

**Component 5 Chair\***

Name: Harry Myers Title or Position: Education Consultant

**Component 6 Chair\***

Name: Janet Johnson Title or Position: Education Consultant

**Component 7 Chair**

Name: \_\_\_\_\_ Title or Position: \_\_\_\_\_

**Identify Total Consolidated Planning Team (Identify by Name with Title, Position, and/or Representation)**

**Component 2 Members**

Name: Title or Position: Representation:

Jay Stetzel	Education Consultant	
Jackie Parker	Education Consultant	
Mary Meador	Dir. of Education, DCS	
Jeff Finney	Education Consultant	
Janet Johnson	Education Consultant	
Susan Puckett	Education Consultant	
Ronald Pickard	Principal, Mt. View YDC	

**Component 3 Members**

**Name:** **Title or Position:** **Representation:**

Macletus Smith	Education Consultant	
CJ Barnes	Admin. ServiceAsst.III	
Jeff Finney	Education Consultant	
Susan Puckett	Education Consultant	
Harry Myers	Education Consultant	
Jay Stetzel	Education Consultant	
Leslie Dyer	Asst. Principal, WHYDC	
Gary Conner	Teacher/Prin. JCBGH	

**Component 4 Members**

**Name:** **Title or Position:** **Representation:**

Jackie Parker	Education Consultant	
Sandra Fowler	Teacher/Prin.-Peabody	
Alice Kilgore	Teacher/Prin.-West View	
Jay Stetzel	Education Consultant	
Harry Myers	Education Consultant	
Janet Johnson	Education Consultant	
Shirley Verble	Admin. Secretary	

**Component 5 Members**

**Name:** **Title or Position:** **Representation:**

Harry Myers	Education Consultant	
Susan Puckett	Education Consultant	
Jackie Parker	Education Consultant	
Jay Stetzel	Education Consultant	
Don Weiss	Teacher/Prin.-BCGH	
Jeff Finney	Education Consultant	
Mary Meador	Dir. Of Education, DCS	

**Component 6 Members****Name: Title or Position: Representation:**

Janet Johnson		
Joe Rucker	Guidance Counselor-WYDC	
Harry Myers	Education Consultant	
Jackie Parker	Education Consultant	

**Component 7 Members****Name: Title or Position: Representation:**


***Our names indicate that each of these committees has met and minutes are on file.***

**Component 1 Chair: Susan Puckett\_\_\_\_\_****CP Chair: yes**

## Component 2

### BELIEFS & MISSION

*Please check the tasks accomplished to the Team's satisfaction:*

- ☒ 2.1. Our understanding about the importance of planning from the Leadership Standards guided our approach.
- ☒ 2.2. The Beliefs and Mission of the System and the Schools reflect current educators' and stakeholders' beliefs and serve to motivate and to energize us to high-performance.
- ☒ 2.3. Our understanding of the attributes and conditions in high-performing districts and schools guided our thinking and planning.
- ☒ 2.4. Creative thinking about the possibilities of meeting our students' needs in different ways was incorporated in our approach to planning.

#### **Our School System's Beliefs are:**

Regardless of previous life experiences, all DCS students have the right to a quality education. Accurate assessment of a student's strengths and weaknesses is a key to designing a student's educational program. Individualized instruction is an essential delivery method in all DCS schools. Their emotional, clinical and mental health issues heavily impact the education of DCS students.

#### **Our School System's Mission is:**

The Department of Children's Services Division ensures a child's right to a quality education by assessing resources, providing program support and establishing collaborative relationships with other state agencies, private facilities, educational institutions and community stakeholders.

***Names indicate completion of this component of our Consolidated Planning Process:***

**Component 2 Chair: Jay Stetzel\_\_\_\_\_**

**CP Chair: yes \_\_\_\_\_**

### **Component 3**

#### **NON-ACADEMIC & ACADEMIC DATA— CONDUCT THE NEEDS ASSESSMENT**

*Please check the tasks accomplished to the Team's satisfaction:*

- ☒ 3.1 We identified data sources used in our current LEA or Consolidated Plan and in any other current system-level plans (*e.g., 5-Year Plans*).
- ☒ 3.2 We identified data sources used in our current SIP Plans and in any other current school-level plans.
- ☒ 3.3 We are confident that we had adequate and accurate data in all data categories to determine our needs. *[Data are on File]*
- ☒ 3.4 Any additional data needs were identified and were/will be collected now or for a future cycle.
- ☒ 3.5 Our data were disaggregated in ways consistent with regulations of NCLB and Federal Programs. *[Data are on File]*
- ☒ 3.6 Our approach to data analysis was effective in identifying our most evident and well-documented student needs. Current LEA and Current TSIP Plans were examined to determine goals and/or needs.
- ☒ 3.7 Student demographic data were analyzed to determine student subgroups for accountability. *[Data are on File]*
- ☒ 3.8 Educator demographic data were analyzed to determine educator needs related to NCLB. *[Data are on File]*
- ☒ 3.9 Student academic data were analyzed to determine subjects and grade levels in the most need of priority improvement and to determine important needs evident for several student groups (i.e., more than one group, more than two student groups). *[Data are on File]*
- ☒ 3.10 Our listings of the most evident and specific Non-Academic Needs and Academic Needs are well supported by adequate and accurate data. *[Listings are presented.]*
- ☒ 3.11 Each need was stated appropriately as a need and not as an action or activity.
- ☒ 3.12 Our analysis and discussion of needs helped us gain insight into the extent of our needs when compared to AYP.
- ☒ 3.13 *The process of setting priorities was effective in determining our high priority Non-Academic and Academic Needs.*  
*[Description of process used is provided.]*
- ☒ 3.14 All team members provided appropriate representation and had an equal voice in determining high priority needs. *[Description of process used is provided.]*

***Check Data Sources Used:***

**Non-Academic Data --Student Demographics**

- ☒ Enrollment
- ☐ Attendance
- ☒ Graduation Rate
- ☐ Mobility
- ☐ Socioeconomic Status (SES)
- ☐ LEP (Limited English Proficiency)

- ☒ Student Behavior
  - Discipline Referrals or Incidents—by Offense
  - Suspensions and Expulsions
- ☐ Student Attitudes (Perception Data)
- ☐ Preschool Experience
- ☐ Extracurricular Participation
- ☐ AP, Honors, or Advanced Course Participation
- ☐ Post Graduate Employment or Education or  
Next Education Level Achievement
- ☐ Other—identify \_\_\_\_\_
- ☐ Other—identify \_\_\_\_\_
- ☐ Other—identify \_\_\_\_\_

## Non-Academic Data --Educator Demographics

- ☒ **Teacher Qualifications**
  - ☒ Numbers teaching Core Academic areas who are Highly-Qualified
  - ☒ Degree Attainment (by Student Groups Taught)
  - ☒ Experience
  - ☒ Certification (alternative certification, waivers, permits)
  - ☐ Gender
  - ☐ Ethnicity
  - ☐ Attendance Rate
  - ☒ Mobility or Longevity
  - ☒ Trained and Qualified as Mentors
  - ☐ Pre-service Teachers (Field Experience Students, Student Teachers, Interns)
  - ☐ Trained Substitute Teachers
  - ☐ Involved in School or District Leadership, Extracurricular, or Committee Work
  - ☐ Projected to Retire in 1-3 years
  - ☐ Other—identify \_\_\_\_\_
  - ☐ Other—identify \_\_\_\_\_
- ☒ **Paraprofessionals**
  - ☒ Highly-Qualified
  - ☒ Experience
  - ☐ Gender
  - ☐ Race or Ethnicity

☐ Projected to Retire in 1-3 years

☐ Other—identify \_\_\_\_\_

☐ Other—identify \_\_\_\_\_

☒ **Building Administrators**

☒ Credentialed

☒ Degree Attainment

☒ Experience

☐ Gender

☐ Race or Ethnicity

☐ Number of years in the same school

☐ Projected to Retire in 1-3 years

☐ Other—identify \_\_\_\_\_

☐ Other—identify \_\_\_\_\_

**Non-Academic Data --School Demographics**

☐ Historical Background

☐ Facilities

☐ Environmental & Safety Conditions

☐ Grade Distributions

☐ Length of School Day

☐ Operating Budget

☐ Per Pupil Expenditures

☐ Grant Awards

☐ Special Recognition

☐ Special Programs & Initiatives

☐ Other—identify \_\_\_\_\_

☐ Other—identify \_\_\_\_\_

**Non-Academic Data --Community Demographics**

☐ Size of Community

☐ Demographics of the Community

☐ Projections of Growth

☐ Major Employers

☐ Level of Community Involvement

☐ Support Agencies

☐ Other—identify \_\_\_\_\_

☐ Other—identify \_\_\_\_\_



**Academic Data –Student Achievement**

<input type="checkbox"/> TCAP grades 3-8	<input type="checkbox"/> Promotion/Retention
<input checked="" type="checkbox"/> TCAP-Alternative	<input type="checkbox"/> Teacher Grades
<input type="checkbox"/> TVAAS	<input type="checkbox"/> Other—identify _____
<input type="checkbox"/> Writing Assessments	<input type="checkbox"/> Other—identify _____

- ☐ End of Course Assessments
- ☒ Gateway Tests
- ☒ SAT/ACT
- ☐ Local District PreK-2 Assessments—identify \_\_\_\_\_
- ☐ District-required Assessments –identify \_\_\_\_\_
- ☐ Additional assessments—identify \_\_\_\_\_

***Identify Non-Academic Needs in Priority Order***

Student Demographics Educator Demographics School Demographics Community Demographics
--

***Identify Academic Needs in Priority Order***

Results of TCAP: End of Course Testing Gateway Competence (for Special Education students only) Writing Assessment Diploma Accounts Permanency Plans ADA Report
--

*Describe the Prioritizing Process Used*

Think Link Assessment

***Names indicate completion of this component of our Consolidated Planning Process:***

**Component 3 Chair: Macletus Smith**

**CP Chair: yes**

**Component 4**

**CURRICULUM, INSTRUCTION, ASSESSMENT, and  
ORGANIZATIONAL ANALYSIS**

*Please check the tasks accomplished to the Team’s satisfaction:*

☐ **4.1 Our analysis of School System Curriculum, Instruction, Assessment, and Organization lead to valid conclusions about our strengths and challenges supported by evidence about each major condition.**

***Description of instrument used:***

Think Link- Scientific research based program that gives continuous feedback to drive instruction. Measures individual student progress, increase state test scores.

***Description of process used: (e.g., how distributed, how administered, numbers of respondents, representation of respondents, how analyzed)***

1.Principal-Guidance Counselor meetings are held to discuss current issues and best practices.2.Child/Family Team Meetings are held to discuss each student’s educational needs.3.Technical assistance and monitoring is provided by each school from DOE and DCS Education staff.

**CURRICULUM**

**Strengths:**

Plato learning System is in alignment with course codes. The preliminary report reveals students are being instructed by appropriately credentialed teachers. Curriculum Frameworks are available to all teachers. Review of results of each individual student's Think Link Assessment is analyzed to determine areas of weakness and to enhance academic strengths.

**Needs/Challenges:**

Funds are limited. Purchasing new computers, software and educational programs is a lengthy process. Personal contact with other institutions is challenging because of distance.

## **INSTRUCTION**

### **Strengths:**

In-service research and instruction for all education employees.  
Professional Development is provided through DCS Education.  
Best practices are utilized in all classrooms.  
Think Link Assessment Program results are utilized to guide individualized instruction.  
Research is done to learn the best strategies for teaching juvenile justice students.

### **Needs/Challenges:**

Maintaining and securing teachers in mandated subject areas to meet NCLB requirements.

## **ASSESSMENT**

### **Strengths:**

### **Needs/Challenges:**

## **ORGANIZATIONAL PROCESSES, STRUCTURE, POLICIES, PRACTICES**

### **Strengths:**

Director of DCS Education collaborates with school personnel in YDC facilities and group homes.  
At the YDC'S the principals and assistant principals answer to DCS Education Director and Superintendent of the YDC.

**Needs/Challenges:**

Individual and group counseling, licensed psychologists to administer treatment involving social/emotional issues.  
These students are not in one setting for a full academic year, therefore adequate progress is very limited.

***Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:***

**Component 4 Chair: Jackie Parker\_\_\_\_\_**

**CP Chair: yes\_\_\_\_\_**

## Component 4a

### CAUSE-EFFECT ANALYSIS to IDENTIFY POSSIBLE ACTIONS

*Please check the tasks accomplished to the Team's satisfaction:*

- ☒ 4a.1 We adequately analyzed our needs and developed a full understanding of them in terms of the main or root, and/or contributing causes.
- ☒ 4a.2 Our analysis and discussion provided insight into important barriers we must overcome to help our students succeed.
- ☒ 4a. 3 Our analysis provided insight into important opportunities and current strengths we must capitalize on to help our students succeed.

***Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:***

**Component 4a Chair: Jackie Parker\_\_\_\_\_**

**CP Chair: yes**

## Component 4b

### IDENTIFICATION OF CURRENT EFFECTIVE ACTIONS TO CONTINUE

*Please check the tasks accomplished to the Team's satisfaction:*

- ☒ 4b.1 We identified all actions, programs, strategies we currently provide to address our high-priority needs.
- ☒ 4b.2 We examined adequate and accurate evaluation data to determine current actions that are working as effectively as possible.
- ☒ 4b.3 If evaluation data showed needed changes, we identified modifications determined to improve the effectiveness of current actions.
- ☒ 4b.4 We made decisions about the most useful ways to continue the effective programs.

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***Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:***

**Component 4b Chair: Jackie Parker\_\_\_\_\_**

**CP Chair: yes\_\_\_\_\_**

## **Component 4c**

### **IDENTIFICATION OF POSSIBLE NEW RESEARCH-BASED ACTIONS TO INITIATE**

*Please check the tasks accomplished to the Team's satisfaction:*

☒ **4c.1 We identified a range of research-based strategies linked to specific root causes and current strengths that have the potential to effectively address our high priority needs.**

☒ **4c.2 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.**

☒ **4c.3 We identified strategies that provide opportunities for all children to meet TN's proficient and advanced levels of student performance especially those students who are in the most danger of not meeting state standards.**

☒ **4c.4 We identified strategies that are based on research and proven to be effective in improving achievement.**

☒ **4c.5 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.**

☒ **4c.6 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.**

***Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:***

**Component 4c Chair: Jackie Parker\_\_\_\_\_**

**CP Chair: yes**

## Component 5

### ACTION PLAN DEVELOPMENT

*Please check the tasks accomplished to the Team's satisfaction:*

- ☒ 5.1 We developed action plans to address our high-priority needs.
- ☒ 5.2 Our action plans are detailed specifying all required components.
- ☒ 5.3 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.
- ☒ 5.4 We identified strategies that provide opportunities for all children, especially those most at-risk, to meet TN's proficient and advanced levels of student performance.
- ☒ 5.5 We identified strategies that are based on research and proven to be effective in improving achievement.
- ☒ 5.6 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.
- ☒ 5.7 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.

#### Action Plans

#### *POST the Plans*

***Names indicate completion of this component of our Consolidated Planning Process and that our system action plans are posted on our website:***

**Component 5 Chair:** Harry Myers

**CP Chair:** yes

**Component 6**



## EVALUATION

*Please check the tasks accomplished to the Team's satisfaction:*

☒ **6.1 We developed evaluation plans aligned with our action plans.**

☒ **6.2 Our evaluation plans are detailed specifying all required components.**

☒ **6.3 We identified a range of appropriate formative and summative evaluation activities that will help ensure effective implementation and will provide information about overall impact.**

### Evaluation Plans

### *POST the Plans*

***Names indicate completion of this component of our Consolidated Planning Process and that our evaluation plan is posted on our website:***

**Component 6 Chair: Janet Johnson\_\_\_\_\_**

**CP Chair: yes\_\_\_\_\_**

**Goal: Students taking G.E.D exams in DCS testing Centers will increase their overall pass rate to 74% within the next three years.**

<b>Action Steps:</b> (from 4,4a,4b and 4c)	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
<b>Parent &amp; Community Involvement (Steps or Strategies) to Support Action Steps (if applicable): [from 4, 4a, 4b, &amp; 4c]</b>				
<i>Policy implementation for DCS Testing Centers</i>	<i>January 1,2005</i>	<i>Mary Meador Harry Myers</i>	<i>None</i>	<i>Federal Funds</i>
<i>Use of instructor resource guides and resources.</i>	<i>January 1,2005</i>	<i>Mary Meador Harry Myers Principals G.E.D. Instructor</i>	<i>None</i>	<i>Federal Funds</i>
<i>Purchase of G.E.D computer software</i>	<i>March 31,2005</i>	<b>Janet Johnson Mary Meador Harry Myers</b>	<i>\$5,000</i>	<i>Federal Funds</i>
<i>Implementation of the Think Link Assessment Program</i>	<i>October 1,2004</i>	<i>Mary Meador Janet Johnson Principals Guidance Counselors Group Home Teachers</i>	<i>\$10,000</i>	<i>Federal Funds</i>

## EVALUATION PLAN #1

### With ACTION PLAN # 1

**GOAL: Students taking G.E.D exams in DCS Testing Centers will increase their overall pass rate to 74% within the next three years.**

<b><u>Action Steps</u></b> <b>(from Action Plan)</b>	<b><u>Data Source</u></b>	<b><u>Procedures:</u></b>	<b><u>Timeframe</u></b>	<b><u>Responsibility</u></b>	<b><u>Results:</u></b>
Policy implementation for DCS Testing Centers	DCS policies	<b>Develop Policy Collect Feedback Analyze</b>	January 1,2005	Mary Meador Harry Myers	<input checked="" type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
Use of instructor resources guides and resources	trained teachers	<b>Develop Collect Analyze material effectiveness</b>	January 1,200	Mary Meador Harry Myers Principals G.E.D instructor	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
Purchase of G.E.D computer software	GED instructor	<b>Develop Collect Analyze student eligibility</b>	March 31,2005	Janet Johnson Mary Meador Harry Myers	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
Implementation of the Think Link Assessment Program	Think Link	<b>Develop Collect Test Scores Analyze Test Scores</b>	October 1,2004	Mary Meador Janet Johnson Principals Guidance Counselors Group Home Teachers	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
		<b>Develop Collect Analyze</b>			<input type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>
		<b>Develop Collect Analyze</b>			<input type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>

**Priority Addressed:** Language Art Competency***Goal: Student achievement in language arts will increase by 50 points (approximately 1/2 grade level) as measured by the Think Link******Assessment per six months.***

<b><i>Action Steps: (from 4,4a,4b and 4c)</i></b>	<b><i>Timeline</i></b>	<b><i>Persons Responsible</i></b>	<b><i>Required Resources</i></b>	<b><i>Funding Source(s)</i></b>
<i>Re-search, evaluate and purchase best practice reading program for students in DCS schools.</i>	<i>November 1,2005</i>	<i>Jackie Parker Susan Puckett Principals</i>	<i>\$25,000</i>	<i>Federal Funds</i>
<i>Train appropriate staff on best practices to implement reading program.</i>	<i>December 31,2005</i>	<i>Mary Meador Principals Lang. Arts Teachers Jay Stetzel</i>	<i>\$5,000</i>	<i>Federal Funds</i>
<i>Implement a reading program for YDC facilities.</i>	<i>January 31,2006</i>	<i>Jay Stetzel Susan Puckett Mary Meador School Librarian</i>	<i>\$2,000</i>	<i>Federal Funds</i>
<i>Use of regular and alternative textbooks adopted school year 2003-04. Use of supplemental materials such as Plato.</i>	<i>October 1,2004</i>	<i>Principals Language Arts Teachers</i>	<i>\$2,000</i>	<i>Federal Funds</i>

## EVALUATION PLAN # 2

### With ACTION PLAN # 2

**GOAL: Student achievement in language arts will increase by 50 points (approximately ½ a grade level as measured by the Think Link Assessment per six months of instruction.**

<b><u>Action Steps</u></b> <b>(from Action Plan)</b>	<b><u>Data Source</u></b>	<b><u>Procedures:</u></b>	<b><u>Timeframe</u></b>	<b><u>Responsibility</u></b>	<b><u>Results:</u></b>
Research, evaluate and purchase best practice reading program for students in DCS Schools.	Clarity Reports	<b>Develop</b> <b>Collect reading program</b> <b>Analyze program effectiveness</b>	November 1, 2005	Jackie Parker Susan Puckett Principals	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
Train appropriate staff on best practices to implement reading program.	Trained teachers	<b>Develop Training schedule</b> <b>Collect</b> <b>Analyze All eligible participants</b>	December 31, 2005	Mary Meador Principals Language Arts Teachers Jay Stetzel	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
Implement a reading program for YDC facilities.	Trained teachers	<b>Develop Reading program</b> <b>Collect All students</b> <b>Analyze Desired documentation and progress</b>	January 31, 2006	Jay Stetzel Susan Puckett Mary Meador School Librarian	<input checked="" type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>
Use of regular and alternative textbooks adopted school year 2003-04. Use of supplemental materials such as Plato.	Student test scores	<b>Develop policy</b> <b>Collect</b> <b>Analyze eligibility</b>	January 2005	Harry Myers Mary Meador Jackie Parker Susan Puckett	<input checked="" type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
		<b>Develop</b> <b>Collect</b> <b>Analyze</b>			<input type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>
		<b>Develop</b> <b>Collect</b> <b>Analyze</b>			<input type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>

## ***ACTION PLAN # 3***

### ***Worksheet #27***

<b>Professional Development Plan (Steps or Strategies) to Support Action Steps (if applicable): <i>[from 4, 4a, 4b, &amp; 4c]</i></b>				
<b>Priority Addressed:</b> Math Competency				
<b><i>Goal: Student Achievement in math will increase by 50 points (approximately 1/2 a grade level) as measured by the Think Link Assessment per six months of instruction.</i></b>				
<b><i>Action Steps:</i></b> (from 4,4a,4b and 4c)	<b><i>Timeline</i></b>	<b><i>Persons Responsible</i></b>	<b><i>Required Resources</i></b>	<b><i>Funding Source(s)</i></b>
<i>Utilize resources provided by Think Link Assessment Program.</i>	<i>School year 2004-05</i>	<b>Mary Meador Jackie Parker Janet Johnson</b>	<i>\$45,000</i>	<i>Federal Funds</i>
<i>Utilize Plato Learning Technology</i>	<i>October 2004</i>	<b>Mary Meador Janet Johnson Principals</b>	<i>\$40,000</i>	<i>Federal Funds</i>
<i>Adopt system wide textbooks during textbook adoption cycle</i>	<i>August 2005</i>	<b>Susan Puckett Mary Meador Principals</b>	<i>\$60,000</i>	<i>Federal Funds</i>

## EVALUATION PLAN #3

### With ACTION PLAN 3

**GOAL: Student achievement in math will increase by 50 points (approximately ½ a grade level) as measured by the Think Link Assessment per six months of instruction.**

<b><u>Action Steps</u></b> <b>(from Action Plan)</b>	<b><u>Data Source</u></b>	<b><u>Procedures:</u></b>	<b><u>Timeframe</u></b>	<b><u>Responsibility</u></b>	<b><u>Results:</u></b>
Utilize resources provided by Think Link Assessment Program.	Think Link	<b>Develop Testing Procedure</b> <b>Collect Test Scores</b> <b>Analyze Test Scores</b>	School year 2004-05	Mary Meador Jackie Parker Janet Johnson	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
Utilize Plato Learning Technology	Plato Assessment	<b>Develop Procedures</b> <b>Collect</b> <b>Analyze Data</b>	October 2004	Mary Meador Janet Johnson Principals	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
Adopt system wide textbooks during Textbook adoption cycle	Trained teachers	<b>Develop</b> <b>Collect samples</b> <b>Analyze student levels</b>	August 2005	Susan Puckett Mary Meador Principals	<input checked="" type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
		<b>Develop</b> <b>Collect</b> <b>Analyze eligibility</b>			<input checked="" type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
		<b>Develop</b> <b>Collect</b> <b>Analyze</b>			<input type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>
		<b>Develop</b> <b>Collect</b> <b>Analyze</b>			<input type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>

<b>Priority Addressed:</b> Academic Achievement				
<b>Goal:</b> <i>Increase pass rate of students taking Gateway exams by 5% over year 2003-04.</i>				
<b>Action Steps:</b> (from 4,4a, 4b and 4c)	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
<i>Students will take practice tests prior to Gateway exams</i>	<i>Semi-annually</i>	<b>Harry Myers</b> <b>Principals</b>	<i>None</i>	<i>Federal Funds</i>
<i>Teachers of Gateway Courses will attend Gateway training</i>	<i>As offered by DOE</i>	<b>Principals</b> <b>classroom teachers</b> <b>Harry Myers</b>	<i>\$2,000</i>	<i>Federal Funds</i>
<i>Implement Gateway intervention strategies</i>	<i>January 2005</i>	<b>Janet Johnson</b> <b>Jay Stetzel</b> <b>Principals</b>	<i>\$10,000</i>	<i>Federal Funds</i>
<i>Implement system wide policy on eligibility for testing</i>	<i>January 2005</i>	<i>Harry Myers</i> <i>Mary Meador</i> <i>Jackie Parker</i> <i>Susan Puckett</i> <i>Janet Johnson</i>	<i>None</i>	



## EVALUATION PLAN #4

### With ACTION PLAN 4

**GOAL: Increase pass rate of students taking Gateway exams by 5% over school year 2003-04.**

<b><u>Action Steps</u></b> <b>(from Action Plan)</b>	<b><u>Data Source</u></b>	<b><u>Procedures:</u></b>	<b><u>Timeframe</u></b>	<b><u>Responsibility</u></b>	<b><u>Results:</u></b>
Students will take practice tests prior to Gateway exams	Practice test reports	<b>Develop</b> <b>Collect practice tests</b> <b>Analyze</b>	Semi-annually	Harry Myers Principals	<input checked="" type="checkbox"/> <b>Used</b> <b>Shared</b>
Teachers of Gateway Courses will attend Gateway training	Trained teachers	<b>Develop</b> <b>Collect dates of training</b> <b>Analyze</b>	As offered by DOE	Principals Classroom teachers Harry Myers	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
Implement Gateway intervention strategies	Trained teachers	<b>Develop strategies</b> <b>Collect</b> <b>Analyze</b>	January 2005	Janet Johnson Jay Stetzel Principals	<input checked="" type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
Implement system wide policy on eligibility for testing	List of identified Eligible students	<b>Develop</b> <b>Policy</b> <b>Collect</b> <b>Analyze eligibility</b>	January 2005	Harry Myers Mary Meador Jackie Parker Susan Puckett	<input checked="" type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
		<b>Develop</b> <b>Collect</b> <b>Analyze</b>			<input type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>
		<b>Develop</b> <b>Collect</b> <b>Analyze</b>			<input type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>

<b>Priority Addressed: Behavior/School Safety</b>				
<b>Goal: DCS Schools will increase the use of positive behavior supports by 10%.</b>				
<b>Action Steps:</b> (from 4,4a,4b and 4c)	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
<i>Establish baseline percent of students having a successful behavior week in school measured by facility point sheets</i>	<i>June 2005</i>	<i>Principals Mary Meador Jay Stetzel</i>	<i>\$1,000</i>	<i>Federal Funds</i>
<i>Research, evaluate and Implement positive strategies</i>	<i>December 2005</i>	<i>Jackie Parker Mary Meador Principals School Secretaries</i>	<i>\$3,000</i>	<i>Federal Funds</i>
<i>Implement Character Education Program</i>	<i>January 2005</i>	<i>Shirley Verble Susan Puckett Jackie Parker Janet Johnson</i>	<i>\$2,000</i>	<i>Federal Funds</i>

## EVALUATION PLAN #5

### With ACTION PLAN 5

<b>GOAL: DCS School will increase the use of positive behavior supports by 10%.</b>					
<b><u>Action Steps</u></b> <b>(from Action Plan)</b>	<b><u>Data Source</u></b>	<b><u>Procedures:</u></b>	<b><u>Timeframe</u></b>	<b><u>Responsibility</u></b>	<b><u>Results:</u></b>
Establish baseline percent of students Having a successful behavior week in school measured by facility point sheets. \	Student List	<b>Develop Baseline Collect All students Analyze success rate</b>	June 2005	Principals Mary Meador Jay Stetzel	<input checked="" type="checkbox"/> <b>Used</b> <b>Shared</b>
\Research, evaluate and implement positive strategies	\none	<b>Develop research Collect information Analyze Positive Strategies</b>	December 2005	Jackie Parker Mary Meador Principals School Secretaries	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
\Implement Character Education Program	\Trained Teachers	<b>Develop Guidelines Collect Analyze</b>	January 2005	Shirley Verble Susan Puckett Jackie Parker Janet Johnson	<input checked="" type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
		<b>Develop Collect Analyze</b>			<input checked="" type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>
		<b>Develop Collect Analyze</b>			<input type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>
		<b>Develop Collect Analyze</b>			<input type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>

**Professional Development Plan (Steps or Strategies) to Support Action Steps (if applicable): *[from 4, 4a, 4b, & 4c]***

In-service training on G.E.D. policy.  
Computer training on G.E.D. software.  
In-service training on new reading program  
Smokey Mountain Institute on Tough to Teach.  
In-service training – Life Space Crisis Intervention.  
Principals' meetings (semi-annually).  
Technology training for all teachers in DCS schools.  
Attend testing workshops.  
In-service training on specific Gateway content area.  
In-service training on interpreting Think Link Assessment.

**Parent & Community Involvement (Steps or Strategies) to Support Action Steps (if applicable): *[from 4, 4a, 4b, & 4c]***

Community tutors.  
Steck-Vaughn Company to supply G.E.D software and support.  
Plato Learning Systems development of interventions.